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AUTHOR McKinney, John
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ABSTRACT

Evaluation of parent involvement in the following ten early childhood programs in the Philadelphia school district is presented: (1) Child Care (CC); (2) Head Start (HS); (3) Parent Nursery (PN); (4) Get Set (GS); (5) Durham Child Development Center (DCD); (6) Preschool Child Development Project (PCD); (7) Original Follow Through (OFT); (8) Follow Through Expansion (FTE); (9) Primary Skills (PS); and (10) Project Bridge (PB). Across all programs the overall level of participation was reflected in 188,966 total hours contributed by parents. Volunteer work predominated, exceeding workshop attendance by a 4 to 1 ratio in total hours. Classroom participation elicited the greatest number of volunteer hours across all programs with 81,433 hours, followed by meetings with 36,079 hours. Across all programs workshop attendance was 15,861; PN had a rate of attendance corresponding to 12.58 per child, CC, 1.34 per child, and HS, 1.12 per child. Workshops dealing with educational matters were by far the most frequently attended, followed by those concerned with growth and development, and last by those dealing with social services. (Author/RL)

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TECHNICAL SUMMARY:

EVALUATION OF PARENT INVOLVEMENT IN EARLY CHILDHOOD PROGRAMS 1979-1980

Prepared by:
John McKinney

of the
Early Childhood Evaluation Unit

Report #8130
December, 1980

Irvin J. Farber
Director
Priority Operations
Evaluation Services

Thomas C. McNamara
Manager
Early Childhood Evaluation

Michael H. Kean
Executive Director

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ABSTRACT

Parent Involvement is a major component of most early childhood programs in the School District. It is a mandated component, in varying degrees, in the federally funded programs: Get Set Day Care, Prekindergarten Head Start, Original Follow Through, and portions of Child Care. At the same time, it should be noted that Title XX funding for Get Set and Child Care brings with it work/training requirements for parents which limit the types of participation. Parent Involvement is, by definition, an essential element in the operation of Parent Cooperative Nurseries, and is a high priority in the Durham Child Development Center, Follow Through Expansion, Preschool Child Development Project, Primary Skills, and Project Bridge. This report focuses on this component in the ten programs named above.

Across all programs the overall level of participation was reflected in 188,966 total hours contributed by parents. Volunteer work predominated, exceeding workshop attendance by a 4 to 1 ratio in total hours. Parent Cooperative Nurseries, with its mandated participation characteristics, was the recipient of 123.46 hours contributed per child for volunteer work and 31.07 hours for workshop attendance, almost ten times the amount associated with the closest program in either category. Head Start (18.70 hours) and Original Follow Through (8.69 hours) had the next highest rates for volunteer work; both exceeding the average of all programs (8.41 hours).

Classroom participation elicited the greatest number of volunteer hours across all programs with 81,433 hours (53% of the total), followed

by meetings with 36,079 hours (24%). Social Activities drew the least amount of participation (1%). Seven of the ten programs had their highest participation rate in the classroom category; of the three programs not following this pattern; Child Care and Get Set had their highest percentage concentrations in meetings, and Durham in class trip participation.

Across all programs workshop attendance was 15,861; over one attendee per child enrolled at the reporting sites. Parent Cooperative Nurseries had a rate of attendance corresponding to 12.58 per child. Child Care (1.34) and Head Start (1.12) had the next highest per pupil enrollment. Parent Cooperative Nurseries again showed the highest attendance at workshops in terms of hours contributed per pupil (31.07); Original Follow Through (2.93 hours), Child Care (2.72 hours) and Primary Skills (2.65 hours) were the next highest in this respect and exceeded the cross-program average of 2.62 hours.

Workshops dealing with educational matters were by far the most frequently attended across all programs (4.99 per site, or 55% of the total); followed by those concerned with Growth and Development (1.39 per site, or 15% of the total). The least frequented type of workshop dealt with Social Services (0.62 per site, or 7% of the total). Among the individual programs educational workshops were most frequently attended.

TECHNICAL SUMMARY:
EVALUATION OF PARENT INVOLVEMENT
IN EARLY CHILDHOOD PROGRAMS
1979-1980

OVERVIEW OF PARENT INVOLVEMENT COMPONENT

The Office of Early Childhood Programs has the responsibility for managing, through project directors and their staffs, all early childhood programs in the School District of Philadelphia. These range in grade level from Prekindergarten to Grade Four, and involve some 40,000 children at more than 400 sites. Parent Involvement, one of the major components of most early childhood programs, is mandated in varying degrees, in the federally funded Get Set Day Care, Prekindergarten Head Start, and Original Follow Through programs; and in those centers of the Child Care program supported by federal funds. It is to be noted, however, that Title XX funding in Get Set and Child Care simultaneously requires parent work/training which affects certain types of participation. By definition parent involvement is an essential element of the Parent Cooperative Nursery program, and is of major concern in the Durham Child Development Center, the Preschool Child Development Project, the remaining centers of Child Care, and the other Follow Through related programs: Title I Expansion, Primary Skills, and Project Bridge, It should be noted also that a crucial consideration in most recent educational thinking is that concerned parents, once aware of their part in the early learning process, contribute in a major way to the educational/developmental success of the above kinds of programs; hence the importance of this component.

TECHNICAL SUMMARY:
EVALUATION OF PARENT INVOLVEMENT, 1979-1980

I. OVERVIEW OF PARENT PARTICIPATION

TABLE 1

OVERALL EXTENT OF PARENT PARTICIPATION: HOURS CONTRIBUTED TO VOLUNTEER WORK, AND WORKSHOP ATTENDANCE HOURS, BY PROGRAM

Program	Total Enrollment (Average)[1]	Hours Contributed to Volunteer Work		Total Enrollment (Average)[2]	Hours in Attendance at Workshops		Total Hours
		Total	Per Child Enrolled		Total	Per Child Enrolled	
Child Care	1262	8,071	6.40	1183	3,215	2.72	11,287
Head Start	1294	24,195	18.70	1206	2,056	1.70	26,251
Parent Nur.	394	48,661	123.46	328	10,178	31.07	58,841
Get Set	2724	17,487	6.42	723	208	0.29	17,696
Durham CD	34	102	3.01	34	20	0.59	122
Preschool CD	67	549	8.20	67	6	0.09	555
Orig. F. T.	2198	19,096	8.69	1905	5,582	2.93	24,679
F. T. Exp.	5592	16,818	3.01	3958	4,971	1.26	21,789
Primary Sk.	3161	16,662	5.27	2601	6,884	2.65	23,546
Proj. Bridge	1521	1,818	1.19	1535	2,381	1.55	4,199
All Programs	18247	153,459	8.41	13540	35,501	2.62	188,966

[1] For sites submitting 'Parent Volunteer Work Records'.

[2] For sites submitting 'Parent Workshop Records'.

Summary Statement: Across all programs, total parent participation comprised 188,966 hours; 153,459 (81%) were contributed to volunteer work and 35,501 (19%) to attendance at workshops. This represents a contribution of 8.41 hours of volunteer work and 2.62 hours of workshop attendance per child enrolled. Among individual programs, Parent Cooperative Nurseries, with its mandatory participation characteristic, clearly stood apart from the other programs. It's contribution per child enrolled was almost ten times that of any other program in both volunteer hours (123.46) and workshop attendance hours (31.07). Head Start (18.70) and Original Follow Through (8.69), displayed the next highest participation rates for volunteer work per child enrolled; both exceeded the All Programs average of 8.41. It should again be noted that Get Set and parts of Child Care have work/training requirements for parents that affect participation of this kind. The tendency for parent participation to be less for school age than for preschool programs agrees with the findings of previous years.

II. VOLUNTEER AREAS/HOURS (See Table 2)

Summary Statement/Table 2: Across all programs, 153,459 total hours were contributed. Classroom Participation and Meetings received the greatest emphasis, with 81,433 total hours (4.46 hours per child/53% of the total), and 36,079 total hours (1.98 hours per child/24% of the total) being contributed to these activities respectively. Class Trip Participation (7%) and Other -- unspecified -- activities (also 7%) were the next highest areas. Social Activities (1%) generally appeared to be the least emphasized category.

Of the ten programs, seven (all except Child Care, Durham, and Get Set) had their highest percentages in the Classroom Participation category; five of these had their next highest percentages in the Meetings category -- two programs (Child Care and Get Set) had their highest concentration of volunteer hours in this latter area. In the case of Head Start, Parent Cooperative Nurseries, Follow Through Expansion, and Primary Skills, 54 to 73% of their total volunteer hours were spent in Classroom Participation. Three other programs, Durham, Original Follow Through, and Project Bridge had 43 to 47% in this category. In the Meetings area, Get Set seemed to show the highest incidence, i.e., 48% of its total volunteer hours, followed by Project Bridge (39%), and Child Care (31%).

Table 2

DISTRIBUTION OF VOLUNTEER-HOURS FOR STATED TASKS, BY PROGRAM

NOTE: Entries under each category are to be interpreted as follows: Total Hours (top line); Hours Per Child Enrolled (second line); and Percentage or Total (second line).

Programs	TASKS: Meetings	Classroom Participation	Class Trip Participation	Work Done at Home	Fund-Raising Events	Social Activities	Other	ALL TASKS
Child Care	2,468 1.96-31%	1,415 1.12-18%	1,087 0.86-13%	1,295 1.03-16%	666 0.53-8%	169 0.13-2%	971 0.77-12%	8,071 6.40-100%
Head Start	5,499 4.25-23%	13,131 10.15-54%	1,396 1.08-6%	1,621 1.25-7%	586 0.45-2%	981 0.76-4%	981 0.76-4%	24,195 18.70-100%
Parent Nurseries	9,897 25.11-20%	31,154 79.04-64%	5,022 12.74-10%	1,183 3.00-29%	385 0.98-1%	199 0.51-0%	821 2.08-2%	48,661 123.46-100%
Get Set	8,414 3.09-48%	3,464 1.27-20%	1,195 0.44-7%	750 0.28-4%	1,282 0.47-7%	0	2,382 0.87-14%	17,487 6.42-100%
Durham C D	0	44 1.29-43%	56 1.66-55%	0	0	2 0.06-2%	0	102 3.01-100%
Preschool C D Proj.	110 1.64-20%	206 3.07-38%	200 2.99-36%	9 0.13-2%	0	8 0.12-1%	16 0.24-3%	549 8.20-100%
Original Follow Through	5,344 2.43-28%	9,209 4.28-49%	806 0.37-4%	332 0.15-2%	429 0.20-2%	34 0.02-0%	2,742 1.25-14%	19,096 8.69-100%
Follow Through Expansion	1,849 0.33-11%	12,303 2.20-73%	721 0.13-4%	74 0.01-0%	1,197 0.21-7%	0	674 0.12-4%	16,818 3.01-100%
Primary Skills	1.793 0.57-11%	9,455 2.99-57%	264 0.08-2%	586 0.19-4%	2,521 0.80-15%	23 0.01-0%	2,019 0.64-12%	16,662 5.27-100%
Project Bridge	705 0.46-39%	851 0.56-47%	113 0.07-6%	20 0.01-1%	90 0.06-5%	0	39 0.03-2%	1,818 1.19-100%
ALL Programs	36,079 1.98-24%	81,433 4.46-53%	10,860 0.60-7%	5,870 0.32-4%	7,156 0.39-5%	1,416 0.08-1%	10,645 0.58-7%	153,459 8.41-100%

III. WORKSHOPS

A. Number of Workshops Attended

Table 3

NUMBER OF WORKSHOPS ATTENDED, BY PROGRAM: AVERAGE NUMBER OF WORKSHOPS ATTENDED BY SITE WITHIN PROGRAM

Program	Total Number of Workshops Attended*	Average Number of Workshops Attended
Child Care	149	9.72
Head Start	126	5.04
Parent Nursery	262	16.24
Get Set	13	1.44
Durham CD	10	10.00
Preschool CD Project	1	1.00
Original Follow Through	149	14.40
Follow Through Expansion	237	13.81
Primary Skills	140	11.04
Project Bridge	76	6.26
All Programs	1163	9.02

* Note that these were actually the total number of workshops reported as being attended by parents in the various programs, and not precisely the number of individual workshops conducted.

Summary Statement: Across all programs, 9.02 individual workshops were attended per site. Among individual programs, workshop attendance per site was greatest for Parent Cooperative Nurseries (16.24) and Original Follow Through (14.40). Four other programs exceeded the9.02 cross-program average, i.e., Child Care (9.72) Durham (10.00), Follow Through Expansion (13.81), and Primary Skills (11.04).

B. Number of Parents Attending Workshops

TABLE 4

ATTENDANCE AT PARENT WORKSHOPS, BY PROGRAM
ATTENDANCE PER CHILD ENROLLED

	Total Number Attending Workshops	Attendance Per Child Enrolled
Child Care	1579	1.34
Head Start	1350	1.12
Parent Nursery	4122	12.58
Get Set	96	0.13
Durham CD	15	0.44
Preschool CD Project	3	0.05
Original Follow Through	1692	0.89
Follow Through Expansion	1915	0.48
Primary Skills	2739	1.05
Project Bridge	610	0.40
All Programs	14,121	1.04

Summary Statement:

Across all programs, workshop attendance was 14,121 or 1.04 per child enrolled at the reporting sites. For individual programs, the largest attendance per child enrolled was obtained by Parent Cooperative Nurseries (12,58). Child Care (1.34) and Head Start (1.12) had the next highest per pupil index; however, these were considerably below the figure for Parent Cooperative Nurseries. Again it should be remembered that the latter program has mandated parent participation as an essential operating procedure.

C. Distribution of Workshops

TABLE 5

NUMBER OF WORKSHOPS ATTENDED, BY PROGRAM; AVERAGE NUMBER OF TYPE WORKSHOPS ATTENDED BY SITE WITHIN PROGRAM

Program	Educational	Social Services	Health & Nutrition	Growth & Development	Other	Total
Child Care	58-3.78	29-1.89	7-0.46	39-2.54	16-1.04	149-9.72
Head Start	64-2.56	1-0.04	56-2.24	5-0.20		126-5.04
Parent Nursery	110-6.82	14-0.87	20-1.24	63-3.91	55-3.41	262-16.24
Get Set	6-0.67	1-0.11	1-0.11	5-0.56		13-1.44
Durham C D	10-10.00					10-10.00
Preschool C D Project	1-1.00					1-1.00
Original Follow Through	70-6.76	4-0.39	11-1.06	18-1.74	46-4.44	149-14.40
Follow Through Expansion	142-8.28	31-1.81	10-0.58	37-2.16	17-0.99	237-13.81
Primary Skills	109-8.60		[illegible]-0.24	12-0.95	16-1.26	140-11.04
Project Bridge	74-6.09		2-0.16			76-6.26
ALL PROGRAMS	644-4.99	80-0.62	110-0.85	179-1.39	150-1.16	1163-9.02

Note: These are the total number of workshops (by type) reported by each individual site as being attended by parents from that site; not the number of individual workshops conducted.

Summary Statement: Across all programs the most frequently attended workshop dealt with educational matters (4.99 per site or 55% of the total), followed by workshops concerned with Growth and Development (1.39 per site, or 15% of the total). Among the individual programs educational workshops were the most frequently attended. In a close parallel to the overall experience, the next most frequented workshop for the individual programs dealt with Growth and Development; Original Follow Through and Primary Skills, however, showed workshops in the 'other' category as second most popular. The least frequently attended workshops, both overall and by individual program, were those concerned with Social Services.